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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Section 1 – Setting the scene -- Scoping the deliberate professional, Franziska Trede and Celina McEwen -- Carving out the territory for educating the deliberate professional, Franziska Trede and Celina McEwen -- Educating for professional responsibility: From critical thinking to deliberative communication, or why critical thinking is not enough, Tone Drydal Solbrekke, Tomas Englund, Berit Karseth, Eevi E. Beck -- Section 2 –Reconceptualising the professional -- Critique and the deliberate professional: Framing the new and enhanced role of intermediaries in digital culture, Jonathan Roberge -- Deliberate and emergent approaches to practice development: Lessons learnt from the Australian environment movement, Rick Flowers -- The soul of the university: A hero's journey towards deliberate leadership, Andrew Vann -- Parrhsia, artisans and the possibilities for deliberate practice, David A. Nicholls -- University and community engagement: Towards a

partnership based on deliberate reciprocity, Lesley Cooper and Janice Orrell -- Section 3 – Rethinking practice education -- Learning to master profession-specific knowledge practices: A prerequisite for the deliberate professional? Monika Nerland -- A capabilities approach to educating the deliberate professional: Theory and practice, Monica McLean and Melanie Walker -- Taking professional practice seriously: Implications for deliberate course design, David Boud -- Deliberate subversion of time: Slow scholarship and learning through research, Tony Harland -- Deliberately owning my practice model: Realising my professional practice, Joy Higgs -- Section 4 – Panoptic musings -- The deliberate professional in the digital age: A manifesto in the tradition of critical theory and pedagogy, Rainer Winter -- Educating deliberate professionals: Beyond reflective and deliberative practitioners, Celina McEwen and Franziska Trede. .

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#### Sommario/riassunto

This book takes a fresh look at professional practice and professional education. In times of increased managerialism of academic teaching and a focus on graduate learning outcomes, it discusses possibilities to teach and learn otherwise. A deliberate professional is someone who consciously, thoughtfully and courageously makes choices about how to act and be in the practice world. A pedagogy of deliberateness is introduced that focuses on developing the following four characteristics of professionals: (1) deliberating on the complexity of practice and workplace cultures and environments; (2) understanding what is probable, possible and impossible in relation to existing and changing practices; (3) taking a deliberate stance in positioning oneself in practice as well as in making technical decisions; and (4) being aware of and responsible for the consequences of actions taken or actions not taken in relation to the 'doing', 'saying', 'knowing' and 'relating' in practice. Educating the deliberate professional is a comprehensive volume that carves out and explores a framework for a pedagogy of deliberateness that goes beyond educating reflective and deliberative practitioners. As a whole, this book argues for the importance of educating deliberate professionals, because, in the current higher education climate, there is a need to reconcile critique (thinking), participation (doing) and moral responsibility (relating to others) in professional practice and professional education. .

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